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PEER EDUCATION PROGRAM

EVALUATION

1976 - 1977

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PEER EDUCATION PROGRAM 1976-77 EVALUATION

Description of Program:

The Peer Education Program is an alcohol information program for grade eight classes which is carried out by trained Senior High School students. The program is based on the understanding that young people will listen to other young people when they have something worthwhile to say.

Teams composed of five senior high students enter grade eight classrooms and using small group techniques they:

- present valid information on the use of alcohol
- present and practice the decision-making process (values-clarification is included here)
- work through practical alcohol-related problems

Three one-period sessions are carried out, one per day, for three consecutive days. Teams from each school have an advisor who aids them in setting up timetables and administrative details. The provincial program is directed by the Youth Projects Officer, Division of Youth, Fitness and Recreation and is sponsored by the Prince Edward Island Allied Youth.

More than 1,300 grade eight students were involved in the program all across the Island.

Measures Used in Evaluation:

In order to evaluate the program, several methods were used. Just prior to the entrance of the Peer Teams into the classroom, a test of alcohol facts and attitudes toward alcohol use was administered. (See appendix I) The identical test was again administered directly following the sessions. This measure gave some indication of the increase in alcohol facts retained by the students as a result of the sessions. It also showed any immediate attitudinal changes that may have taken place.

After the high school teams completed their classroom sessions with the grade eights, they were interviewed as a group to determine their reactions to the Peer Education Program. Questions asked included:

Would you become involved again in the program?
How did the grade eights react to the program and to you?
What worked well - not so well?

A letter was sent to participating schools for their reaction to the program - how it was conducted and its impact in their school (see appendix III).

Some advisors and peer teams carried out evaluations of their own and these also were able to throw added light on the functioning of and reactions to the Peer Education Program.

Results:

Pre and Post Tests

Class	Pre Test	Post Test	%Improvement
1	49	78	29
2	47	72	25
3	40	64	24
4	38	61	23
5	44	67	23
6	47	69	22
7	43	65	22
8	39	61	22
9	36	56	20
10	55	74	19
11	49	68	19
12	41	60	19
13	33	50	17
14	43	60	17
15	45	61	16
16	64	80	16
17	39	54	15
18	56	71	15
19	43	58	15
20	38	52	14
21	42	55	13
22	25	38	13
23	40	53	13
24	56	68	12
25	42	54	12
26	52	71	9
27	52	60	8
28	50	58	8
29	42	50	8
30	48	50	2

Average Pre Test - 45%
Average Post Test - 61%
Average Improvement - 16%

Some classes could not be processed due to irregularities in testing application. Classes included are well distributed across the Island.

Province-wide, the average mark on the fact portion of the pre test was 45%. Following presentation of the Peer Education Program, the post test average was 61%. This shows an increase in facts known of 16%. Individual class ratings ranged from an improvement of 2% to an improvement of 29%.

In comparison with last year's results, this shows a slight reduction in the number of facts retained. Last year's average improvement was 21%, a difference of 5%. This may indicate a need for a more careful screening process for senior high team members and also a greater emphasis on alcohol facts during the team training process. Overall, however, the results show that significant learning in alcohol information does occur as a result of the program.

The attitude portion of the pre and post test (see Fig.1-5) shows generally strong attitude against drunken driving and drunkenness prior to the entry of the peer education teams into the classroom. The attitudes are so extreme that there is very little further they could go in a negative direction with regard to the topics in question. There was certainly no movement towards favouring drunkenness, drinking or drunken driving as a result of the program. No change in attitudes was indicated by the attitude portion of the pre and post test. These results are consistant with those of last year.

These results indicate that although grade eight students had equally strong negative attitudes towards drinking, drunkenness and drunken driving before and after the program, they now have a greater reservoir of facts about alcohol with which to support their attitudes.

Peer Team Evaluations

The peer team instructors, on the whole, found the experience a beneficial one and were glad to have had the opportunity to participate in teaching young people about alcohol and decision-making. Many also found it to require more effort from them than

Fig. #1

questions #1-8

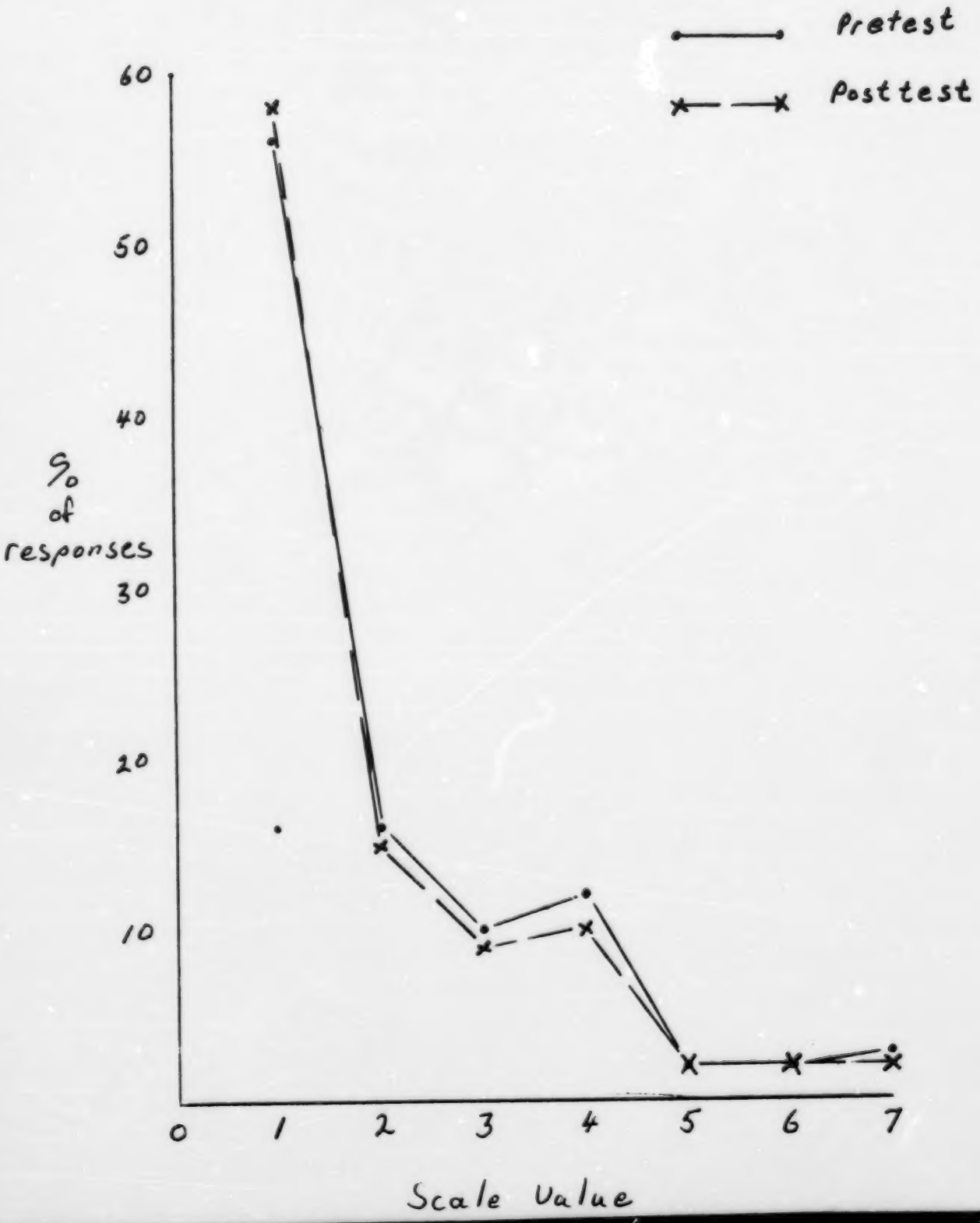
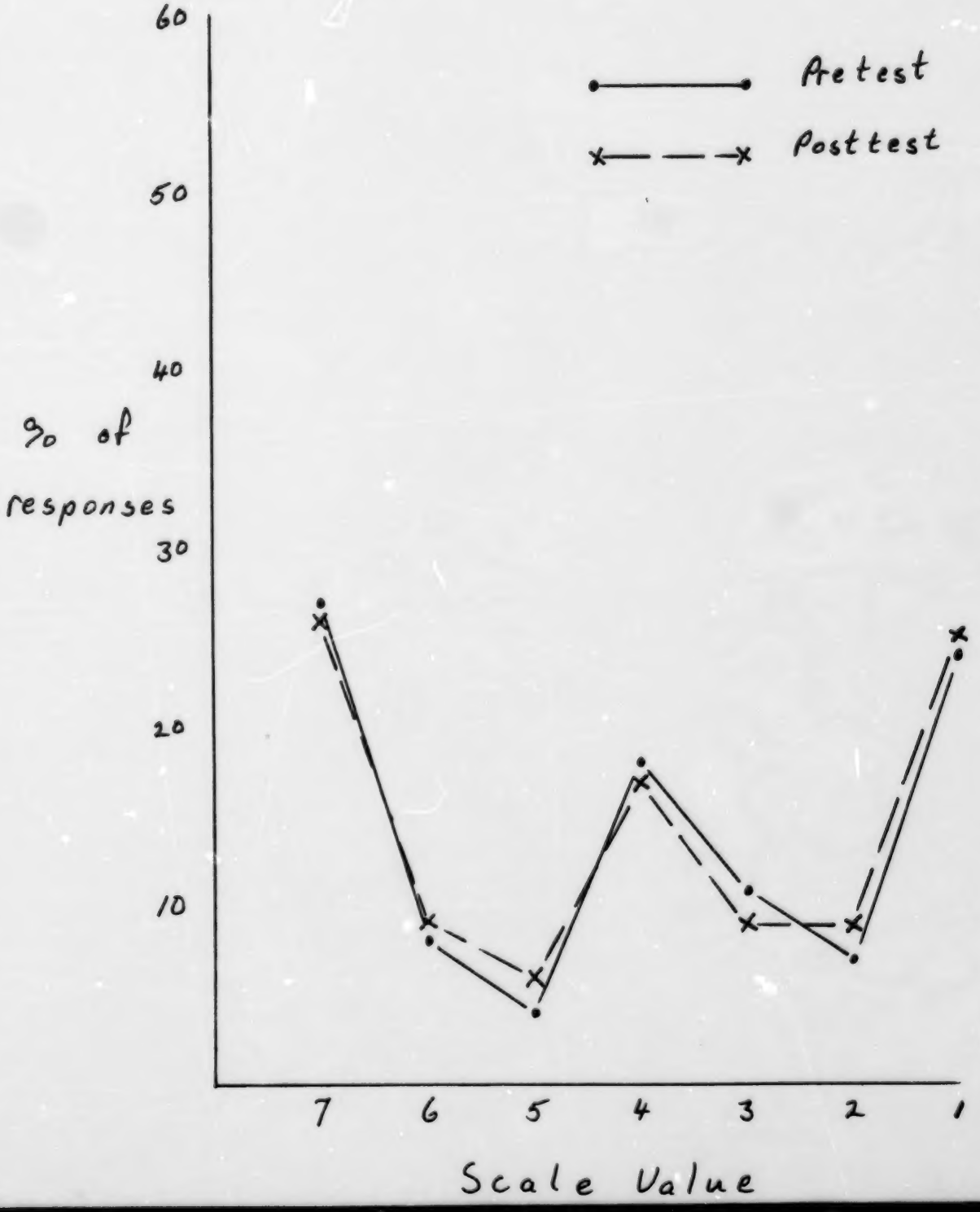


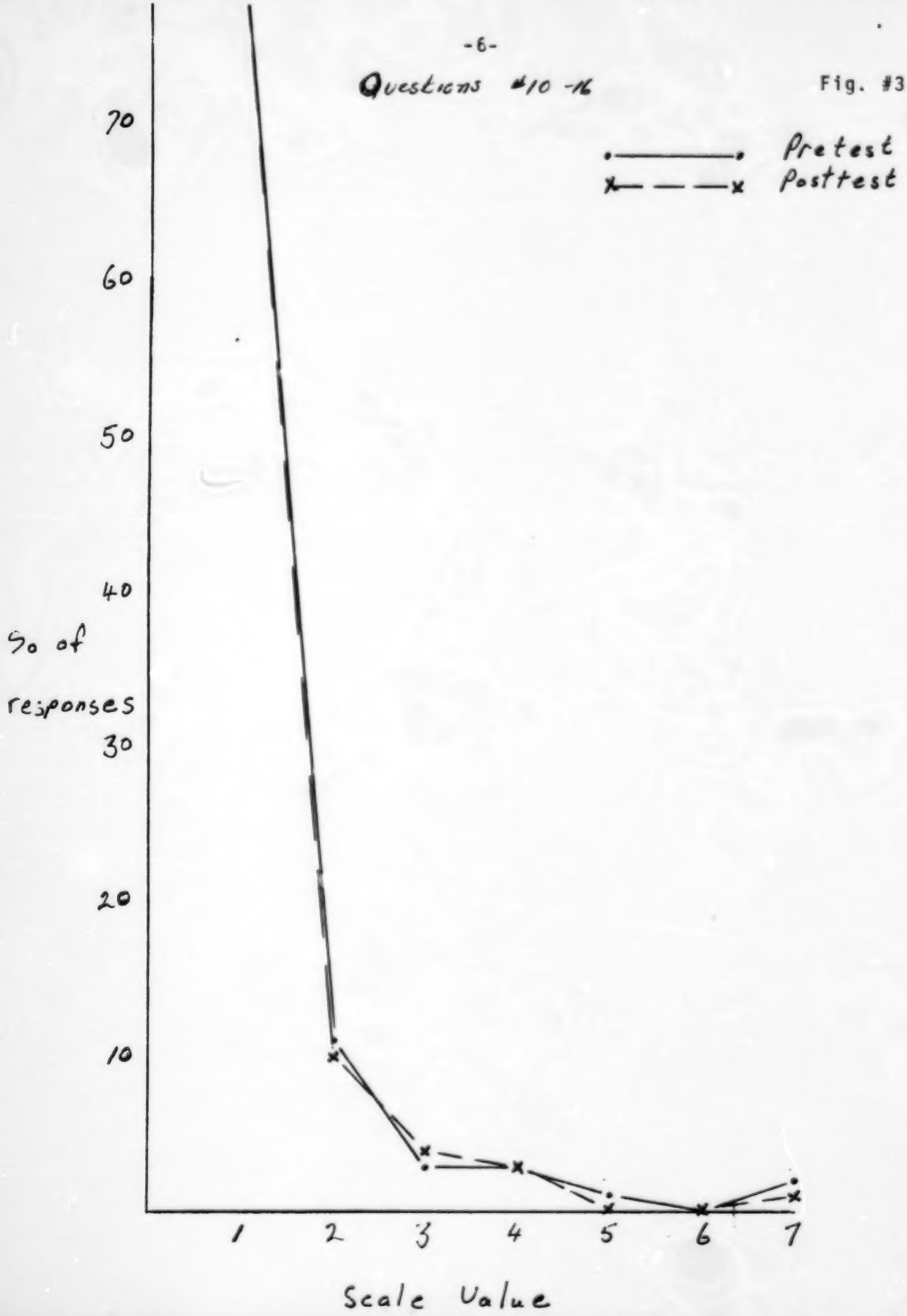
Fig. #2

question #9



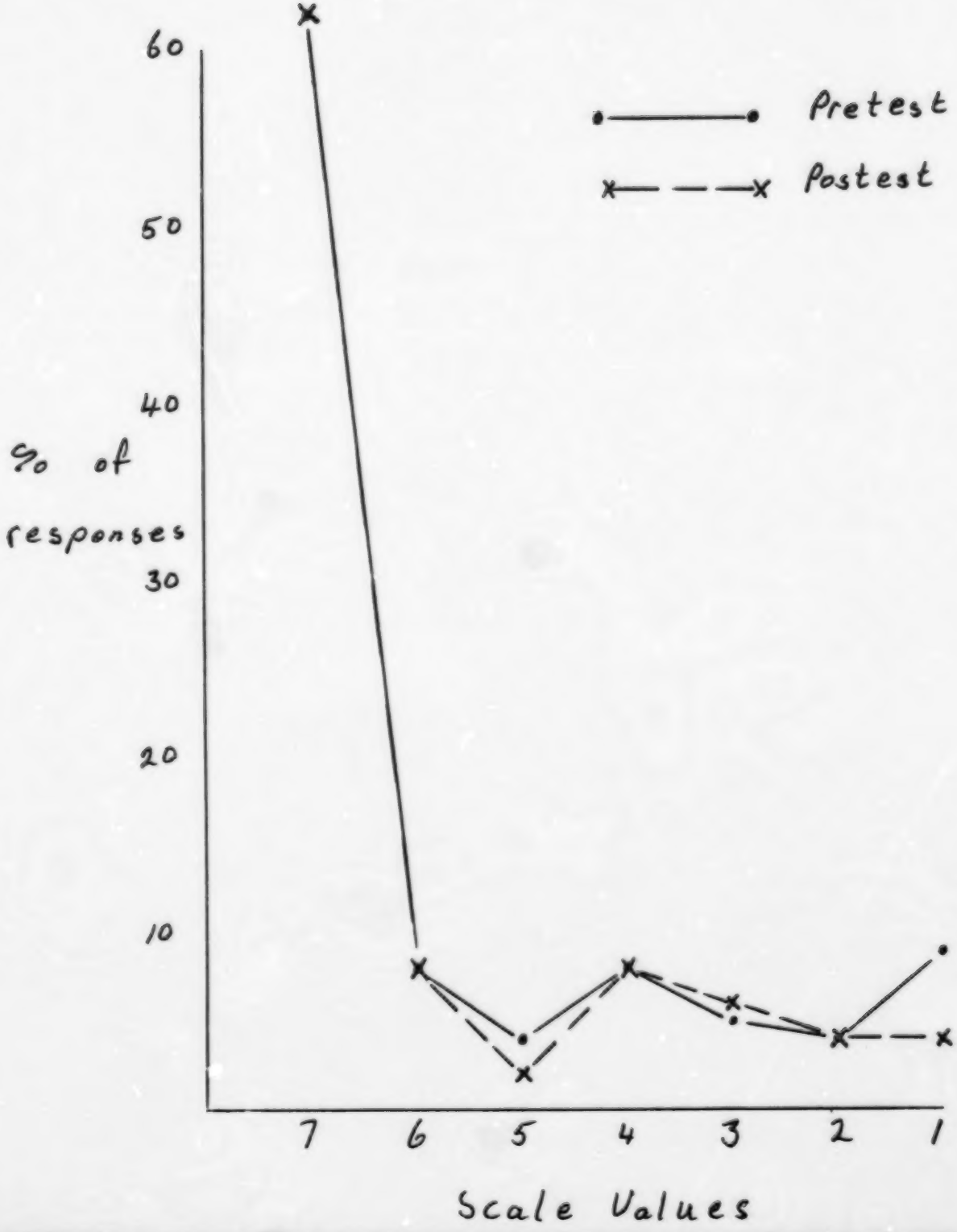
Questions #10 -16

Fig. #3



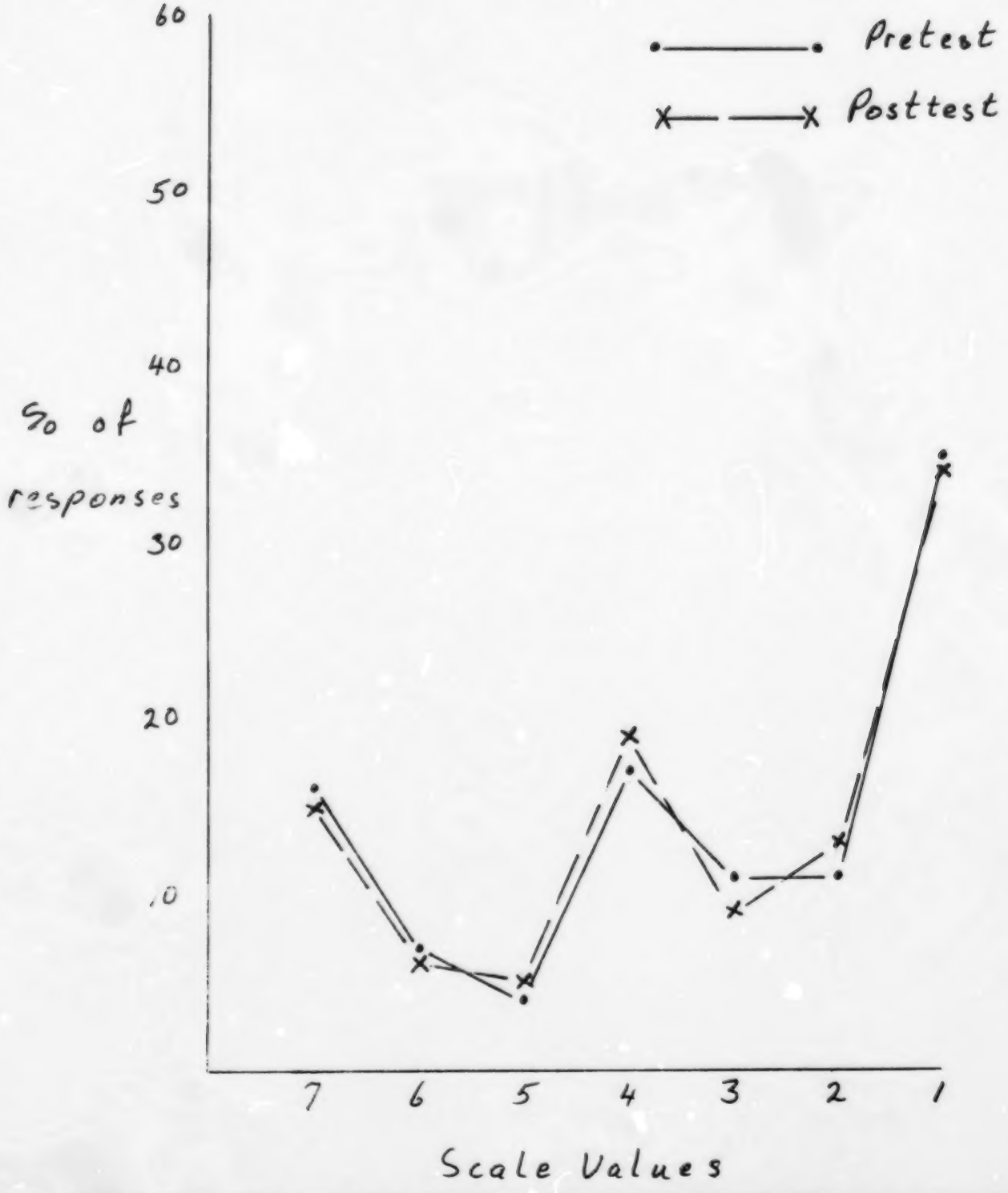
question # 17

Fig. #4



question #18

Fig. #5



they expected it would. At the same time, they found it more rewarding than they had realized it would be. Peer instructors regularly commented about how much they learned about others, themselves, groups, and the teaching situation. For many it was a growth experience although some found the situation difficult to cope with and were rather overwhelmed by it.

There was a general consensus that the program is necessary and worthwhile for the grade eight students. There were some problems in getting information across and in eliciting responses from some students, but, generally the instructors felt that the small group, peer approach is an important and effective means for presenting alcohol information.

Some suggestions were made to the effect that training for the high school instructors be in more depth in terms of alcohol information and working with small groups. Also, it was widely suggested that the program be adapted and applied as low as the grade six level. Reasons given were that many grade eight students had already made up their minds about alcohol use and were not open to exploring alternatives.

Other comments regarding timing of the program were significant. These included: keeping sessions away from exams, shorter delay between trainor training and entrance into classrooms, scheduling the programs before alcohol information is presented by the teacher so that the students will be more interested and the teacher will later have a base to build from in dealing with the topic.

Some written comments representative of the verbal reactions of team instructors are compiled in appendix III.

Advisors', Principals' and Teachers' Evaluation:

Those advisors, principals and teachers involved with the program and who replied to the evaluation gave strong support to the program. There was one understandable exception from a principal whose school was inadvertantly missed by the peer team.

High praise was given to peer teams for the way they conducted the sessions given their age and level of experience. Mention was made also of the benefits of having young people presenting the program rather than adults.

As proof of the interest grade eight students had in the sessions, several reports mentioned discussion about Peer Education and alcohol that occurred among students and continued on to the playground.

There did seem to be an undercurrent in the teachers' reports that, although they understood the reason why they were excluded, the teachers would have liked to have been present in the class to see what was going on and to get a better understanding of the program content. It is a natural response for teachers to want to know what is going on in their own class and it may help to alleviate the situation if the peer team or the team leader were to spend some time with the teachers involved prior to classroom entry. In this way, the teacher would have a better idea what is about to take place and he/she would be in a better position to build further on the base created by the sessions.

There were also suggestions that the program be broader to include drugs and smoking. Some suggested more audio-visual aids and speakers to improve the presentation. There was also a suggestion that the alcohol information be more advanced since some students had already had some study in alcohol previous to the sessions.

On the whole, the Peer Education Program content, the conduct of the team trainors and the program organization were highly satisfactory to those adults involved. In order to catch the tone of the teachers' evaluations, please see appendix III.

Other Evaluations of Grade Eight Students:

Some peer teams asked the grade eight classes to evaluate the program. The general themes running through these evaluations were that the students had fun, learned a lot about alcohol and making decisions, and that they were glad to miss some regular classes. Some found sessions boring; others wanted to deal with other topics.

Two questionnaires asked specifically if the students preferred a young person to present a program on alcohol rather than an adult teacher. The reaction was strongly in favour of the young person.

Overall, as was found last year, the students found the experience both enjoyable and educational.

Two evaluation forms and results can be found in appendix IV followed by a cross section of student comments.

Conclusion:

Reaction to the Peer Education Program by school teachers and administrators was more positive this year than last and strongly supportive of the continuation of the program.

The number of students and trainors involved in the program was much greater this year than last, creating a situation in which less time was available to concentrate on each instructor. This reduction in contact during training and afterwards may have been reflected in the slight decrease in the number of facts retained by grade eight students; however, the reactions of students, instructors, teachers and administratiors overwhelmingly show that the program is worthwhile and is dealing effectively with a definite need within the school structure.

Interest in the program and in how best it can work is growing. This is indicated by the number and quality of the suggestions for improvement that have been submitted by those involved. The experience of this past year has shown up some areas that must be dealt with. Among them are:

- more in depth alcohol information for instructors
- further revision of peer education material, specifically practical problems to make them more meaningful to the target group
- more communication with teachers involved so that they understand program content and format
- improved instruction for pre and post test procedure
- official recognition to instructors successfully completing their training and classroom responsibilities

There have also been a number of beneficial suggestions as to future directions of the peer education approach. Included are:

- expansion of the program into other topic areas, such as drugs and smoking
- movement of the program towards two level approach. The first level would be a simple basic program at grade six followed in grade eight by a more advanced and more decision-oriented program.

The Peer Education Program continues to be effective in presenting information at the junior high school level and is growing in acceptance and support from the school community. Thanks is gratefully offered from the Prince Edward Island Allied Youth and the Division of Youth, Fitness and Recreation, Department of Education to all those who have given their time to make this program successful.

Special thanks goes to Mrs. Kathie MacPhee for her work in compiling the statistics from the pre and post tests.

APPENDIX I

Pre and Post Test

PRE AND POST TESTS
ALLIED YOUTH PEER EDUCATION PROGRAM
FOR JUNIOR HIGH STUDENTS

Instructions: Please answer the questions below by marking the one best answer. Thank you!

Section I

1. Alcohol is:

   (a) a stimulant
   (b) a sedative
   (c) a depressant
   (d) none of these
   (e) all of the above

2. Which of the following is an effective method of sobering up a drunk person:

   (a) hot coffee
   (b) fresh air
   (c) a cold shower
   (d) all of the above
   (e) none of the above

3. Alcoholics are:

   (a) skid-row bums
   (b) business executives
   (c) blue collar workers
   (d) office workers
   (e) all of the above

4. Drinking of alcohol causes a driver to:

   (a) be more careful
   (b) take more risks
   (c) be less confident
   (d) none of the above
   (e) all of the above

5. Inhibitions are:

   (a) characteristics that people are born with
   (b) physical disorders
   (c) characteristics that people learn for controlling behavior
   (d) early indications that a person is becoming an alcoholic
   (e) none of the above

6 Many teenagers want to drink alcohol because of:

   (a) a variety of social pressures
   (b) the presence of alcohol in their home
   (c) the desire to be more like an adult
   (d) none of the above
   (e) all of the above

7. Alcohol is first found in the bloodstream of a person:

   (a) about eight hours after starting to drink
   (b) about two hours after drinking a large amount of alcohol
   (c) within a few seconds after only a sip or two of alcohol
   (d) within a few seconds only after drinking a large amount of alcohol
   (e) alcohol does not enter the bloodstream at all

8. The term for how a body uses or disposes of food is called:

   (a) monoabolism
   (b) metaoxidation
   (c) metabolism
   (d) monoxidation
   (e) none of the above

9. The effects of alcohol depend upon:

   (a) the amount of alcohol taken in
   (b) the drinking history of the person
   (c) the size of the person
   (d) all of the above
   (e) none of these

10. Women:

   (a) never become alcoholics
   (b) seldom become alcoholics
   (c) become alcoholics as frequently as men
   (d) become alcoholics only if they are poor
   (e) become alcoholics only if they are rich

1. Values are standards of behavior which are learned from:

   (a) the family
   (b) schools
   (c) friends
   (d) churches
   (e) all of the above

Section II

This is a survey of the information and opinions which you have about beverage alcohol and its use. The object of the study is to find out how you would describe different kinds of personal behaviors. On the following page there are different behaviors for you to describe. Your description can be made by marking the list of words below the behavior.

Take a look below to see how this is done. Each pair of words forms a scale. By making a check mark along the scale you can indicate what you associate with that particular behavior. If you feel that the behavior named at the top of the list of words is <u>best described</u> by the word at one end of the scale, you would place a check mark as follows:

bad✓:__:__:__:__:__:__good OR bad__:__:__:__:__:__:✓good

If you feel that the behavior is <u>moderately related</u> to one end of the scale, you would place a check mark as follows:

bad__:✓:__:__:__:__:__good OR bad__:__:__:__:__:✓:__good

If you feel that the behavior is only <u>slightly related</u> to one end of the scale or the other, you would place a check mark as follows:

bad__:___:✓:__:__:__:__good OR bad__:__:__:__:✓:__:__good

f you consider both sides <u>equally related</u> or if you are undecided, you would check the middle space on the scale:

bad__:__:__:✓:__:__:__good

REMEMBER: never put more than one check mark on any scale, but be sure to check every scale. Do not spend more than a few seconds marking each scale. Your first impression is what we would like to learn about. We have found that you can work quicker if you first form a picture in your mind of a person who performs the behavior mentioned at the top of the list of words and after that check each scale rapidly.

I Believe that Drunkenness is:

Bad	____:____:____:____:____:____:____	Good
Unacceptable	____:____:____:____:____:____:____	Acceptable
Serious	____:____:____:____:____:____:____	Not Serious
Worthless	____:____:____:____:____:____:____	Worthwhile
Harmful	____:____:____:____:____:____:____	Not Harmful
Sick	____:____:____:____:____:____:____	Healthy
Smart	____:____:____:____:____:____:____	Dumb
Pleasurable	____:____:____:____:____:____:____	Painful
OKAY, under some conditions	____:____:____:____:____:____:____	NOT OKAY, under any conditions

I Believe that Driving After Drinking is:

Bad	____:____:____:____:____:____:____	Good
Unpleasant	____:____:____:____:____:____:____	Pleasant
Dangerous	____:____:____:____:____:____:____	Not Dangerous
Serious	____:____:____:____:____:____:____	Not Serious
Unacceptable	____:____:____:____:____:____:____	Acceptable
Safe	____:____:____:____:____:____:____	Unsafe
Dumb	____:____:____:____:____:____:____	Smart
OKAY, under some conditions	____:____:____:____:____:____:____	NOT OKAY, under any conditions

I Believe that Drinking Alcoholic Beverages is:

OKAY, under some conditions	____:____:____:____:____:____:____	NOT OKAY, under any conditions

APPENDIX II

Peer Education Instructors' Remarks and Suggestions

SENIOR HIGH PEER EDUCATION- STUDENTS REMARKS AND SUGGESTIONS

I found the kids seemed to already know about what we were talking about. The classes early in the morning seemed to be the best classes. The only fault with this program was that I wasn't use to teaching and I found it wore me down alot. I think now that I have had one teaching experience I will be able to deal with and teach the next group better.
Altogether I found most of the kids interested and understanding what we were teaching. Also they seemed to appreciate it.

I enjoyed the program because it was an experience for me and I enjoy working with kids. We talked and discussed and I feel I related quite well with them and they with me. It makes me happy to see kids happy, because I'm sure most of them enjoyed the program as it was a break from their regular routine. I feel quite strongly against the traditional "lecture method" of teaching, and thus feel any program of this sort is beneficial to our educational system.

I found the program fairly good. I really got in with my group but since they learned most of this in their family living program some of them seemed bored to have to go through the same stuff again. All in all it was pretty good and the kids seemed to relate better with us because we were closer to their own age. When there was time left over we had discussions about different things and they really seemed to be able to open up alot to me. I'd be happy to do it again.

I think it was a good course except for a few trouble makers. I think that we had too much time left over after each class. Most people seemed to like the course but they couldn't associate with the problems. When they had one of these problems they would start joking around. I think maybe that I should have been a little more harsh towards them. The big problem with being harsh is that you didn't want to turn them off. Some of us didn't have our minds on the job, either because we were worried that we might miss something important in school. It is really a bad time to give it because we're getting worried about exams.

I believe the idea of older students coming in to help younger students is good and should be continued. A problem with this program was the extra 10 mins. The program was designed for 50 minutes instead of 60 minute periods and the extra time was hard to fill. I believe teachers could show more thought in setting up the groups. The course would, perhaps, be more effective at the beginning of the school year in the fall. The pretest could be geared more towards the level of the students - they couldn't understand some of the questions.

I really enjoyed teaching this course. Perhaps it could be longer. Some things on the Post Test were not covered during the course and kids were lost answering them. I personally feel much more and better prepared to face a second group (not necessarily Peer Ed. either) as a leader after completing this. I feel the kids enjoyed and learned from this course and many of them told me they liked the small group approach much better.

I thought that it would be hard at first to try to teach grade 8 students, but it turned out that the students were very cooperative and they respected their leader. I think that the students got a lot out of the program, but if we began the program earlier, before the students get into "Family Planning" I think it would have helped us and them more.

I never realized the many,many MANY different personalities that grade eight students and I suppose any student may have. I think the program has helped me possibly more than it had helped them. I, myself learned many things about alcohol and I cleared up my misconceptions about it. I really got to know some of the students and I think that everyone in the groups I had, even the more shy students, viewed their ideas about drinking.

It was an experience that I wouldn't have missed for the world. Thanks.

I feel that there are a few basic areas in which the program could be improved. To begin with Handout #1 should have the answers disclosed, as some of the students write answers in without even reading the questions. Also some of the wording could be less complicated for the average Grade 8 student.

There might also be an improvement in the time of year in which the program was conducted, for us as well as the students. The last month of school entails a lot of extra work and inhibits the amount of preparation for the program. Other than these minor points the program seemed to be very worthwhile form everyone's point of view.

I felt that the general idea behind the course was very good and is necessary and the students felt this way too. But the course was not long enough and didn't go into alcohol in enough depth.

The idea of decision making was good but to get anything from it the students should have gone to a place together as we did. At the Mount I felt I got something from it and formed a stronger opinion but even there, the emphasis on alcohol information was not enough.

I feel that, although younger students would be more difficult, this is the age-group we should be reaching before they form a solid opinion.

Although it is not possible, I think a summer program the same would be good. I definitly feel what we are doing now is necessary and not much should be changed except going into everything in more detail.

Thank you.

It was a very worthwhile project. We learned a lot about the ideas of younger kids towards alcohol and they seemed to appreciate our ideas and opinions. The majority of the kids I talked to thought we should do it to a grade every year because we provide them with a lot of information. We had a lot of time left over so maybe we could have started later.

I enjoyed the program very much especially the teaching part. I hope the grade eight students learned something and wont make hasty decisions. It is encouraging to see the students really participating and having fun. I dont feel that the students I taught had much previous information on alcohol.

I feel that the program was relatively successful but that it could have been more so for the following reasons.

1. A lot of these kids had already made their decision on whether to drink or not (Since the main aim of the program was to teach them how to make a good decision, it was sort of useless).

2. The program would be more beneficial in grade 6 or 7 if it were revised or simplified a bit for the students sake.

3. The training program for instructors could be a bit more extensive because I did not feel like I put a lot of facts across that the students could understand.

4. The type of class makes a lot of difference not only in the amount of information that the students will learn, but also in the amount of effort the instructor puts into it. (I found it much easier to try harder to explain points to one class than the more roudy one becuase I felt that they cared, really cared, and were interested. The other group, or most of them, seemed at times, as if they couldn't have cared less about learning anything new about alcohol.) It is a hopeless cause to try to teach some kids anything anyway.

5. I did not feel as if I was condemming alcohol enough!(I know that this would be drastic because of the reaction the students would give.) The only points I can think of about alcohol are terrible! Sometimes impressing terrible facts or experiences concerning alcohol has a more lasting and harder impact.

Please don't feel that I thought of only things about the program that are negative. The program was well organized and I am sure that some students got a lot out of it. It is a great idea to have students helping other students and the grade eight kids appreciated having older kids to talk to them. (They seemed to want to do more just talking than we had time for...too bad that we didn't have more time.) But all in all I think the program has a lot of potential, is desparately needed and I am glad that I was able to help.

Commication was good except for a few trouble makers who liked and preferred upsetting the classes, instead of listening.

A few in each group really got interested in the classes, but once you got someone interested and talking, they stayed interested and talking.

The communication was really great and the understanding between them and me seemed just as good.

The students in each class were just as interested as I was; if I wasn't interested then neither would they be, but I was really interested and I think they were too unless they had a good way of faking their enthusiasm.

No matter what type of character there was always some type of communication going on. It was as close to perfect communication as I think you could possible have for this type of education.

The class involvement was much more successful with kids of this age group than those who were behind in their schooling, but I think we were still successful, although the latter needed the education and more time. The quality was there and terrific.

I felt the communication was good; the kids seemed free to talk about alcohol and it seemed like they wanted to talk to someone about it without being put down.

I could tell the kids were involved because by the starting of the 2nd and 3rd session they came to class and started right in with problems. As always, there was an average of one per group who tried to be cool and not get involved, but they came around also and usually had a lot to offer.

Communication was really super-great! The kids talked freely with me and there didn't seem to be any great age gap. They wanted to know everything about the subject being taught and wanted to know if we would be doing it again. They wanted us to teach something else also!

The kids really involved themselves in the topic. Everyone gave their own opinions, with a little bit of encouragement. There were some wise cracks, but for the most part, we got along good.

The communication in our Peer Education program was very good. All the kids seemed interested to participate except for a few trouble makers --but after all, there are some in every gang. They seemed to enjoy all the study sessions and they told me they were glad there was no age gap. They felt they could talk more with a person nearer their own age who understood them.

The class involvement was of a pretty good quality. They seemed quiet at first, but as time passed, they became more interested in becoming involved. Most of them were very cooperative.

I felt that there was good communication between the peer team and the junior high students. The troublemakers tried to interfere a bit, but they didn't get too far and by the end of the three days the quiet ones were taking part as well.

As I just said, everyone got into it and par ticipated. There was lots of discussion and the kids had good ideas.

I felt there was good communication between the students and the peer team most of the time. During the first session, they were quiet, but started to participate more in the last two sessions.

There was a lot of envolvement during the dessions. The kids I though enjoyed the problem solving method the most.

In my opinion, the communication was just great between the peer teachers and the junior high school. One reason for this was becuase of the closeness of ages which, in my opinion, allowed the students to let out feelings they wouldn't have with older people.

I felt that the involvement in class sessions really got going once everyone realized that they would say what they wanted dealing with the subject. Overall, there was very good involvement from all students in the class.

I feel that the program at M.E. Callaghan went very well. The administration and the teachers were interested in what we

were doing and they were very cooperative. The program itself seemed to be well organized. Most of the children seemed to enjoy it and the members of my team all said that they learned something, too. It gave us and the students a chance to communicate on one of the most important influences on our lives.

The Peer Education program itself seemed to have a good schedule. The things covered were relevant to our lives and would be of use to future lives. I found it hard to motivate them into reading over the handouts which we went over in our sessions, but I suspect this is normal. There was also a lot of information to be "crammed" into the short time periods. Also, audio visual aids would add interest.

But, on the whole, I think that the program was a success. It took the interests of the administrators, teachers, leaders and students. It was a learning experience. It should be offered next year and the year after.

APPENDIX III

Remarks by Teachers and Principals Involved In Peer Education Program

PEER EDUCATION PROGRAM

REMARKS BY TEACHERS AND PRINCIPALS

Responses as Letters

St. Theresas Elementary School:

The Peer Education Team did an excellent job at our school. The children were very interested and did take an active part in the group sessions.

The team in my estimation did an excellent job in handling and involving the pupils in the different groups.

I did hear quite a lot of chatting at recesses about the discussions.

I would certainly like a repeat of this another year.

-- Mary MacDonald,
Teacher, Grades VII & VIII

Borden Elementary School:

The Peer Education sessions at our school seemed really worthwhile and judging by the enthusiasm of the junior high students, I'm sure they must have formulated some ideas of their own, as a result of the sessions, which hopefully will remain with them. I was certainly impressed by the maturity of the high school team leaders and by their ability to conduct the sessions. Concerning class involvement, I, as teacher, was not involved other than to attend one meeting on the program and to allow my students time to attend the sessions. Other than that, it was all between the students and their leaders.

In addition to what was discussed this year, I would like to see some discussion on smoking and possibly drugs. On the whole, the program is very good and I would like to see it continued.

Best of luck in your work in this area.

-- Reg MacDonald,
Teacher, Grade VIII

BORDEN ELEMENTARY SCHOOL

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PRINCE EDWARD ISLAND
TELEPHONE: (902) 855-2408

March 9, 1977

Mr Andy Hutchinson,
Division of Youth and Fitness,
Department of Education,
Charlottetown, P. E. I.

Dear Andy;

Having been an Allied Youth advisor for three years and having been directly involved with teen-agers and their problems I feel qualified enough to relate my opinions of the peer education program.

As a teacher I sometimes find it had to communicate with students regarding moral issues because my role in society dictates that my moral values not be made public. Teachers are not supposed to have any hang-ups about decision making, etc. Therefore, when it comes time to relate to students about alcohol, drugs, etc, my responses are going to be quite predicitable and not very revealing.

For that reason I strongly supported the Peer Education from the outset. Having seen the Peer Education team in action I am even more strongly infavor of the program.

The Peer team had little difficulty evoking responses from the grade eight students and because the students were not intimidated by the presence of an adult, the sessions brought out very honest opinions.

I have noticed the students putting into practice at least a few of the principles in the decision making process in regard to homework vs. hockey game problems, so I can honestly say the program left some impact on the pupils.

I strongly support the Peer Education Program and recommend that it be continued as a permanent segment of the Junior High School curriculum.

Sincerely,

Richard S. Yost

Richard S. Yost

BORDEN ELEMENTARY SCHOOL

ANNA NICHOLSON, B.A., B.E.D., PRINCIPAL

BORDEN
PRINCE EDWARD ISLAND
TELEPHONE: (902) 855-2408

March 7, 1977

Mr. Andy Hutchinson,
Youth Projects Officer,
Department of Education,
Charlottetown, P. E. I.

Dear Sir:

Further to your letter of March 2, 1977, I am pleased to give a favourable report re. the Peer Education Team who conducted the program in our school. Communication between the Peer team and Junior HIgh students appeared open and most of the students participated in the program. Most of the students enjoyed the program and related very well to their leaders in the sessions.

I feel this program is very good and since it is conducted by the students' peers, this makes it more effective as a learning experience, and hopefully will strengthen someone who has problems in decision-making in these early years of life.

Since I have had many years experience as an advisor for A. Y. in the past, I heartily endorse the program and wish you all the best in your future planning.

Sincerely yours,

Anna Nicholson

Anna Nicholson, Principal

AN/cj
Enc. 2

Merritt E. Callaghan Junior High School

Regional Administrative Unit No. 1

Elmsdale R.R. 2
Prince Edward Island
Canada

March 29, 1977

Mr. Andy Hutchinson
Youth Projects Officer
Department of Education
Charlottetown, P.E.I.

Dear Mr. Hutchinson:

My apologies for not reacting to your Peer Education Program sooner, but I just couldn't get around to it.

I feel that generally the program did go over very well - even better than last year's. The Peer team did get its message across for in talking with some of the students afterwards I found they had retained a considerable amount of the facts presented to them and had a very positive attitude towards the program and its aims.

The Peer groups were very polite in their transactions with Administration and staff. There were minor discipline problems and I can see this, as some of these groups are pretty hard to handle on a day-to-day basis. In the future, I would suggest that we should try to arrange meetings between the Peer Groups and the Grade Eight teachers so information could be shared as to what might come up with a particular group, etc.

Students were fairly active in classes. I wondered if some kind of assignment, research project, etc. could be left with the students as a follow-up to the classroom instruction they have received.

In closing, I feel the program is a very worthwhile one and should be continued and if I can be of any assistance, feel free to call on me.

Sincerely,
Russell Gallant
Russell Gallant
Principal

KINKORA ELEMENTARY SCHOOL

KINKORA

PRINCE EDWARD ISLAND

March 31, 1977

Mr. Andy Hutchinson,
Youth Projects Officer
Department of Education
Charlottetown, P. E. I.

Dear Mr. Hutchinson:

It is difficult to assess the questions concerning the Peer Education program in our school as the teachers were not able to attend any sessions.

The students appeared to enjoy their sessions and the rapport between the Peer team and the Junior High School seemed very good.

The team arranged everything well with the administration before the course began. The team members were punctual for all classes and had their lessons well organized. They had good control of the students in the group.

I noticed there wasn't as much discussion among the class members following the sessions as there was last year. Of course, I realize that the students this year are more reserved.

A suggestion I would like to make is that teachers should be allowed to go to some or all the sessions. This would make it easier for them to evaluate the program. There could be more follow-up in classes after the session if teachers were aware of the processes for decision making that were used in the sessions.

Sincerely,

KINKORA ELEMENTARY SCHOOL

Sr. Frances Johnston

Sr. Frances Johnston,
Principal

FJ/mj

OFFICE OF THE PRINCIPAL

PHONE 892-5435

Stonepark Junior High School

50 Pope Avenue

SHERWOOD

PRINCE EDWARD ISLAND

M E M O R A N D U M

TO: Mr. Andy Hutchinson, Youth Projects Officer

FROM: Dorothy Rodgerson

RE: Peer Education Program

DATE: May 18, 1977

The students in my class have made some suggestions regarding the Peer Education Program. They felt it would be beneficial to have a film that would add to their knowledge of alcohol. They felt it should not be all small-discussion groups. It would be beneficial to learn from a speaker as well as the whole class.

They felt the students who conducted the Peer Education Program should be fairly serious and believe what they say--not just pay lip service to it. Too much time, they felt was spent in decision making (what would they do in a certain situation) rather than in actually learning about alcohol. They would have liked to have had some guidance in the decision making.

Dorothy Rodgerson

Dorothy Rodgerson, class B81

Eastern Kings Consolidated School
SOURIS R.R.2
BOTHWELL, P.E.I.
C0A 2B0

PRINCIPAL:
MYRON YATES

TELEPHONE:
SOUTH LAKE 88

Mr. Andy Hutchinson
Division of Youth, Fitness and Recreation
Dept. of Education
P.O. Box 2000
Charlottetown, P.E.I.

Dear Andy:

In response to your May 3rd letter concerning Peer Education Teams I am sending the following comments from the grade eight teacher involved:

"The pupils in my class were a bit afraid to speak out and discuss things for the first dession but felt more relaxed the last two sessions.

On the whole they enjoyed the program but they felt that the material offered was really not a challenge to them as they had done a lot of research and reports on alcohol earlier in the year. They felt they would have learned more if the material was more advanced."

Barbara Baker
Grade 8 teacher

At this time I would like to thank you, the A.Y. organization and the team from Souris Regional High School for your involvement in this very worthwhile program.

Sincerely,

Donalda Macdonald

Donalda MacDonald per:
MYRON YATES,
PRINCIPAL

May 25, 1977
dmd

REGIONAL ADMINISTRATIVE UNIT 3
ST. AUGUSTINE'S SCHOOL
SOUTH RUSTICO, P.E.I.

Principal
Arthur Buote

Tel: (902) 963-2256

June 14, 1977

TO: Andy Hutchinson
FROM: Art Buote
RE: Peer Education Program

It is very difficult to assess the effectiveness of the program as the teachers were not involved in nor did they participate in the group discussions. The comments received from the kids varried. Some viewed it as an excellent exercise while others found it a waste of time. But one cannot assess the program in this manner as some kids refused to cooperate. Personally I felt that it was a good learning experience for most kids. And for those who were interested it will definitely have an effect on the decision they make regarding alcohol and drugs.

The teams did a good job, but one could easily notice that the Readers lacked teaching techniques and has some difficulty to control the group.

We did have some discussion in the classroom after the sessions. Kids were quite interested and asked a number of questions.

I would think that the results would be long term rather then short term and that one may see the results in the next few years.

Arthur Buote

St. Ann's Elementary School

HOPE RIVER

PRINCE EDWARD ISLAND

June 8, 1977

Mr. Andy Hutchinson
Youth Projects Officer
Department of Education
Charlottetown, P.E.I.

Dear Mr. Hutchinson,

I would like to express my satisfaction with the Peer Education Program sponsored by the Department of Education.

The grades 7 and 8 pupils of St. Ann's Elementary School had the privelege of participating in this program. Five grade 12 pupils from Stella Maris High School namely, Earlene Larkin, Shirley Gallant, Terrence Doucette, Carl Blacquiere, and Anne Marie Gauthier conducted an excellent program. These students had good rapport with the groups and were able to present their views as well as elicit the students' point of view.

As a principal, I am prepared to give my support to this program.

Sincerely,

Marion Reid

Marion Reid

Dundas Consolidated School
Administrative Unit 4
CARDIGAN, R R 5

June 6,1977

Dear Sir:

In regards to the Peer Education team at Dundas Consolidated School it was non existant. The teachers met with Mr. Andrews and discussed the use of the team in the school. However, we received no further word from Mr. Andrews on the program. We were under the assumption that he was to contact the Dundas School when he had the program ready.

Since the team did not come to the school it is impossible to evaluate the program.

It is also a concern of mine that further contacts were not made when the teachers had taken the time to meet with Mr. Andrews.

If you wish to discuss the issue at greater length please feel free to call me.

Sincerely yours,

BW/ar

Barry Wilson, Principal

Kensington Intermediate - Senior High School

ALVIN CURLEY, B.Sc., M.Ed.
PRINCIPAL

P.K. MacDONALD, B.A., M.Ed.
SENIOR VICE-PRINCIPAL

GEORGE AIKEN, B.Sc., B.Ed.
INTERMEDIATE VICE-PRINCIPAL

JOHN STEWART, B.A., M.Ed.
GUIDANCE COUNSELOR

P.O. BOX 340, KENSINGTON
PRINCE EDWARD ISLAND
C0B 1M0

836-3129 (GENERAL OFFICE)
836-3168 (PRINCIPAL)
836-3407 (GUIDANCE OFFICE)

April 4, 1977

Mr. Andy Hutchinson
Youths Project Officer
Department of Education
Charlottetown, P. E. I.

Dear Mr. Hutchinson:

In reply to your letter of March 2, I am pleased to report that the pier team in my estimation did a good job. Under faculty advisor Mr. John Stewart and with the leadership coordination of Miss Rita Pendergast the program was well organized.

Rita has compiled a report from the team members and I am forwarding the report to you.

I trust this meets your satisfaction.

Sincerely,

Alvin R. Curley
Principal

ARC/ms
c.c. Mr. John Stewart
Miss Rita Pendergast

Fort Augustus Consolidated School:

The Peer Education Team spent three sessions at our school working with the grade eight class. From talking to Peter Goodwin, team captain, after the sessions, he seemed to feel it was a successful three sessions. The students enjoyed it and there seemed to be a fair amount of discussion.

While I was not to sit in on any sessions, it is difficult for me to evaluate the sessions any more than from talking to leaders and the class.

I feel the sessions were worthwhile and I would recommend this approach be continued.

Sincerely,

Edmund Kelly,
Principal

Stonepark Junior High Comments:

Effectiveness of communication between the Peer Team and the Junior High School - Got along well with students and likewise the Rural High peer group was well accepted.

Remarks on the team's activity at the school - Knew their work, but were a little nervous and unsure from time to time; handled in a fairly "professional" manner.

Remarks on the amount and quality of class involvement in the sessions - High level of participation in the sessions by all students.

Any observable results in the class after the sessions ended--Was there any discussion among class members following the sessions? - There was a certain amount of follow-up discussion after the sessions were completed.

Any improvements which would benefit the program - A film to replace some of the discussion; 45-min. period was too short, students had to leave in the middle of a discussion; person with first-hand experience to give a talk to the group, giving a more realistic feeling to the topic; laboratory-type setup to see results with mice or other types; chemical tests to show effects on tissue, or to measure alcohol content in the liquid samples.

APPENDIX IV

Other Evaluations of Grade Eight Students

PEER EDUCATION EVALUATION - REACTION

SCHOOL _____ CLASS _____

Please respond to the following statements by rating your agreement or disagreement according to the following scale.

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Disagree completely		disagree somewhat		neutral			agree somewhat		agree completl

1. The program offered a good deal of new information on alcohol use for me. _____

2. I received an opportunity to express my ideas about alcohol use. _____

3. I found the small group approach to teaching to be very worthwhile. _____

4. I found that some of my ideas on the use of alcohol were wrong. _____

5. I found that my group was able to learn a lot of general information from our senior highschool student. _____

6. I think that all junior high students could benefit from this program. _____

7. The program has helped me to decide on how alcohol should be used. _____

8. I found the handouts to be very useful and informative. _____

9. I found the program to be very well organized. _____

10. I feel that highschool students could provide instruction in other subject areas as well. _____

Do you have any additional comments or suggestions how this program could be improved? _____

_____

_____

_____

_____

RESPONSE FREQUENCY DISTRIBUTION-QUEEN CHARLOTTE HIGH PEER EDUCATION EVALUATION REACTION

May 1977

QUESTION NO.	RATING									
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
1.	4	3	9	1	12	7	14	57	35	79
2.	1	-	8	3	9	10	9	51	30	86
3.	1	-	1	1	14	4	9	27	25	135
4.	15	9	15	8	26	7	18	51	20	44
5.	2	-	12	4	15	6	19	44	38	80
6.	4	3	5	2	11	5	12	37	25	112
7.	3	6	9	1	27	8	13	43	33	85
8.	8	1	11	1	16	6	19	47	33	78
9.	6	2	5	8	12	8	7	53	39	89
10.	2	1	2	5	10	8	15	38	25	116

The students comments suggested that the program begin earlier in the school year, that the program cover the topic more extensively, that alcoholics talk to each group, that more time be spent on discussion rather than on tests, that the course be given before their "Family Living" program. Some suggested that the course be better organized. Most all students appreciated the fact that the instructors were high school students. Many thought that the program should begin in grades 5,6 and 7 "because they drink too."

St. Augustine's School

- Did you actively participate in the program?

  Yes 23 No 2 Don't know 5

- Do you know more about drugs now than before?

  Yes 15 No 4 Don't know 4

- Do you know more about alcohol now than before?

  Yes 16 No 6 Don't know 9

- Do you feel it will effect your decisions in the future concerning alcohol and drugs?

  Yes 10 No 7 Don't know 12

- Was your leader a good one?

  Yes 26 No 2 Don't know 1

- Was there enough time for the program?

  Yes 16 No 9 Don't know 3

- Do you feel the program was worthwhile?

  Yes 28 No 0 Don't know 1

- Would you like to have a similar program next year?

  Yes 26 No 1 Don't know 2

Comments: I did an in "school" survey of twenty-nine students who participated in the Peer Ed program. The above are the results. Some of the kids did not answer all questions. Comments are attached on next page; they were mostly positive.

-- Arthur Buote,
Principal

Other Comments:

1. The course was okay.

2. I liked both the program and the instructor. I wish it had been longer.

3. It has been very interesting to learn about alcohol and the ways in which to solve problems. Your teacher was understanding most of the time.

4. It was very educational and we had a very nice teacher. I learned a lot about alcohol. My opinion about it is even stronger now. I don't think drinking alcohol is very smart. We had a very good group.

5. I liked this course; I found it very interesting. One thing which interested me was how quickly alcohol gets to the brain, also if you drink on an empty stomack, you will get drunk more quickly, Another thing which interested me was how fast the alcohol reaches the blood system.

6. I thought the program was well presented. It really got us thinking about things.

7. I liked it because we had a lot of fun and because we missed math for a couple of days. I also liked it because I learned a lot about alcohol and its effects. There is not too much that I think you could do to improve it.

8. Yes, I think this course is very good. I think it taught me to say "no" if somebody asks me for a drink. I don't drink because I do not want to be an alcoholic.

9. It was alright, because we learned a lot about alcohol and its effects. I think it would be more interesting if we could have more topics. The three days were pretty nice and I think I had a good time.

10. It was better than doing math; I learned something about alcohol. We got three free periods off.

11. It never changed my mind about anything.

12. I think that we should have a similar program next year because it was worthwhile. I know more about alcohol than I did.

13. I feel that the program was worthwhile and a lot of fun and I think that there should be another one next year, including drugs.

14. I think the program was good.

15. I think that the program was very successful in more ways than one; everyone in our group participated "evenly".

16. Well, I think the program was really good because you were learning more about alcohol. It was fun thinking about if <u>you</u> were an alcoholic and feel the same way as an alcoholic does. Thank you for having the program and I hope we have it next year.

17. The program was very inneresting, but I think if I want to drink I will drink; if I don't, I don't think it changed my mind at all because I didn't decide yet.